

OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007

SHREWSBURY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

Oak Middle School

Spring 2007

DISTRICT MISSION STATEMENT

The Shrewsbury Public Schools, in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

SCHOOL MISSION STATEMENT

The Oak Middle School is dedicated to the academic success of each student in a healthy and safe environment that is responsive to the unique intellectual, physical, social and emotional needs of the early adolescent. Our success as a school is defined by the success of each student in meeting the essential learning standards established for each subject. We will continuously work together to use and develop instructional strategies that prove effective in helping each student achieve the essential learning standards.

OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007

TABLE OF CONTENTS

Section	Page Number (s)
Part I Signature Page	3
Part II Demographics	4
 Staff List	5
Part III Assessment and Accountability	
 ■ MCAS	
 ■ AYP Report	6
Part IV Review of Current Year (2006 – 2007)	7-9
Part V Anticipated Plans for Subsequent Year (2007 – 2008)	10-12

**OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007**

Part I SIGNATURE PAGE

Name	Signature
Co-Chair: Joe Sawyer, Principal	
Co-Chair: Chris McCoy, Parent	
Kate Cleary, Grade 8 ELA Teacher	
Barbara DePalo, Grade 7 Science Teacher	
Diane Doerfler, Parent	
Charles Fournier, Community Representative	
Kristin Franger, Parent	
Peg Holdash, Grade 7 ELA Teacher	
Jim Pignataro, Parent	
Barbara Sahagian, Parent	
Barbara Swidler, Grades 5-8 Math Coordinator	
Kathy VonBehren, Grade 7 ELA Teacher	
Qioing Zhou, Parent	

Anthony J. Bent, Ed. D., Superintendent of Schools

Date

OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007

Part II DEMOGRAPHICS

School Information:

Oak Middle School has students enrolled in grades seven and eight. The number of sections at each grade level, as well as the average class sizes are as follows:

Grade 7 449 students 18 sections of 25 students

Grade 8 503 students 18 sections of 28 students

Please note that actual class sizes in core subjects, foreign language, allied arts may vary according to scheduling, with enrollments both above and below the averages above.

Student Information:

Native American	0.1%
African American	3.9%
Asian	8.4%
Hispanic	4.1%
White	82.1%
Other / Mixed-Race	1.3%
Special Education	16.8%
Low Income	9.9%
Limited English Proficient	1.3%

Staff Profile 2006-2007

<u>Team/Teacher</u>	<u>Subject</u>	<u>Team</u>	<u>Team/Teacher</u>	<u>Subject</u>	<u>Team</u>	<u>Administration</u>
	<u>Math</u>			<u>Language Arts</u>		<u>Principal</u>
Joanne Rose	Math	<u>7 Red</u>	Peggy Holdash	Language Arts	<u>7 Red</u>	Joe Sawyer
JoAnne Billings	Math	<u>7 White</u>	John Young	Language Arts	<u>7 White</u>	
Patricia Robbins	Math	<u>7 Blue</u>	Jane Goddard	Language Arts	<u>7 Blue</u>	<u>Asst. Principals</u>
Sherrie Morin	Math	<u>7 Blue</u>	Stephanie Moran	Language Arts	<u>7 Blue</u>	Pam Farrill
Simer Suri	Math	<u>7 Gold</u>	Kathleen Von Behren	Language Arts	<u>7 Gold</u>	Chris Starczewski
Kara Hadavi	Math	<u>8 Red</u>	Maura Egan	Language Arts	<u>8 Red</u>	
Scott Yonker	Math	<u>8 White</u>	Kate Cleary	Language Arts	<u>8 White</u>	<u>Secretaries</u>
Kevin DeNolf	Math	<u>8 White</u>	Anne Tombeno	Language Arts	<u>8 White</u>	Debra Maroney
Sue Hogan	Math	<u>8 Blue</u>	Lisa Daly	Language Arts	<u>8 Blue</u>	Cindy Gay
Christine O'Connor	Math	<u>8 Gold</u>	Derek Pizzuto	Language Arts	<u>8 Gold</u>	Kathy Bradley
	<u>Science</u>			<u>Social Studies</u>		<u>Counselors</u>
Barbara DePalo	Science	<u>7 Red</u>	Catherine Duchesneau	Social Studies	<u>7 Red</u>	Kristen Minio-Gr 7
Pamela Poitras	Science	<u>7 White</u>	Sean Murphy	Social Studies	<u>7 White</u>	Sue DiLeo-Gr 8
Kathleen Scibelli	Science	<u>7 Blue</u>	Jason Ponticelli	Social Studies	<u>7 Blue</u>	
Sherrie Morin	Science	<u>7 Blue</u>	Stephanie Moran	Social Studies	<u>7 Blue</u>	<u>Psychologist</u>
Amy Johnson	Science	<u>7 Gold</u>	Carole Rawson	Social Studies	<u>7 Gold</u>	Mindy Sefton
Gil LaVergne	Science	<u>8 Red</u>	David Ahlin	Social Studies	<u>8 Red</u>	
Eric Rutan	Science	<u>8 White</u>	Timothy Kewriga	Social Studies	<u>8 White</u>	<u>Nurses</u>
Kevin DeNolf	Science	<u>8 White</u>	Anne Tombeno	Social Studies	<u>8 White</u>	Noelle Freeman
Stacey Militello	Science	<u>8 Blue</u>	Maureen Travers	Social Studies	<u>8 Blue</u>	Brenda Filiere
Jeremy Mularella	Science	<u>8 Gold</u>	Rob Dunn	Social Studies	<u>8 Gold</u>	
<u>Curriculum Coordinators</u>			<u>Foreign Language</u>			<u>Help Desk</u>
Anne Wentzell	Language Arts		Carmen Tomlinson	Spanish		Greg Onorato
Barbara Swidler	Math		Joanne Gielda	Spanish		Raj Patel
			Sarah Wilander	Spanish		<u>Assistive Technology</u>
<u>Special Education</u>			Heather Thompson	Latin		Colleen Gilhooly
Ann Gustafson	Director		Nathalie Scott	French		
Resa Sherr			MaryLou Luukko	Spanish/French		<u>Custodians</u>
D'Arcy McCarthy						Al Putelis
Lisa Surozenski						Bernie Angers
Sandy Wallach			<u>Music</u>			
Steve Winters			Phil Koziara	Band		<u>Media Center</u>
Shirin Lal			Bryant Clark	Chorus		Stephanie O'Donnell
			Kathy Leboeuf	Orchestra		Dotty Jensen - Aide
			<u>Drama</u>			
<u>Aides</u>			Jenn Webb			<u>Life Skills</u>
Sue Amdur						Caitlyn Daley-Teacher
Beth Barsom						Leigh Sawyer-ABA Tech
Ellen Brown			<u>Allied Arts</u>			Danielle Meunier-aide
Nancy Chabot			Laura Jonaitis	Health		Jill Christianson-aide
Ruth Cohen			Kim Nikula	Health		Joy Bosnakis-aide
Elaine Crowley			Kara Early	PE/ Health		Donna Collins-aide
Carolyn Curini			Jeff LaRose	PE		Karen Helmstadter-ABA Tech
Lynn Furtado			Caryn Keenan	PE		Janet Thompson-ABA Tech
Leisa Gold			Jen Webb	Drama		
Kathy Harmon			Bryant Clark	Electronic Music		
Donna Kaestner			Jane Roddy	Art		<u>ELL</u>
Lorraine Kirk			Brian Paquette	Art		Joanna Kasidakos
Maureen McNamara			Allen Beer	Tech Ed		
Ryan Middlesworth			Gail Flanagan	Ed Tech		<u>Cafeteria</u>
Ginny Mitchell						Lisa Colangelo
Hal Newman			<u>Academic Support</u>			Christine Cashman
Colleen Nickerson			Valbona Leka- Aide			Betty Lou Celularo
Vivian Powers						Kristine Johnson
Karen Sheldrick			<u>Speech</u>			Hope Kasputis
			Kelly Ann Boone			Gina LeBlanc
			Deidre Allen			Michelle Oliveri
			Kristin Gingras-Aide			Antoinette Walsh

**OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007**

Part III Summary of Assessments

MCAS Scores for 2005-2006

Grade and Subject	Advanced / Above Proficient		Proficient		Needs Improvement		Warning / Failing		Students Included
	School	State	School	State	School	State	School	State	
Grade 7 English Language Arts	16%	10%	65%	55%	16%	26%	4%	9%	477
Grade 7 Mathematics	21%	12%	36%	28%	27%	33%	17%	28%	478
Grade 8 English Language Arts	27%	12%	65%	62%	6%	19%	2%	7%	433
Grade 8 Mathematics	24%	12%	33%	28%	33%	31%	10%	29%	429
Grade 8 Science and Technology	13%	4%	41%	28%	38%	43%	8%	25%	429

2007 AYP Report for Oak Middle School

English Language Arts					
Cycle IV Performance Rating:	VERY HIGH	Performance Data:	State Target	Cycle IV CPI	
			80.5	93.3	
Cycle IV Improvement Rating:	n/a	Improvement Data:	Baseline CPI	Gain Target	On Target Range
			n/a	n/a	n/a
Accountability Status:	Identified for Improvement-Subgroups		Cycle IV AYP (Aggregate):	2005	2006
				Yes	Yes
Mathematics					
Cycle IV Performance Rating:	MODERATE	Performance Data:	State Target	Cycle IV CPI	
			68.7	79.7	
Cycle IV Improvement Rating:	n/a	Improvement Data:	Baseline CPI	Gain Target	On Target Range
			80.4	n/a	n/a
Accountability Status:	Identified for Improvement-Subgroups		Cycle IV AYP (Aggregate):	2005	2006
				Yes	Yes

**OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007**

Part IV Review of the Current Year

Despite many challenges due to reduced resources, the Oak Middle School is in the last phase of a successful year. Our capacity to provide the kind of education that students, parents, and educators expect was affected by several factors. One of the most obvious was high class size, particularly in Grade 8 (averaging 28 students per section, sometimes thirty or more in classes restricted by scheduling issues, such as math and foreign language). Connected to this was the necessity to have a six-teacher team in both seventh and eighth grades due to the cuts of team teachers and the lack of sufficient special education staffing. Students also had fewer allied arts and physical education opportunities due to budget cuts, including the loss of a very successful eighth grade video technology class, loss of technology education (i.e., engineering design) in the seventh grade, and a 50% reduction in physical education in eighth grade that also required students to only receive this class for 30 consecutive days rather than for 60 days throughout the year (seventh grade maintained 60 days, but this was in two, 30-day chunks).

The early fall brought disappointing news that, due to MCAS results that were not sufficiently improved in the special education category, our school was “identified for improvement” by the Department of Education. Other MCAS scores were mixed, with a significant strength in Grade 8 English Language Arts and with flat performance in math and science. Clearly, the data showed a need for improvement on this important measure of success.

The OMS faculty and staff have risen to the occasion, working very hard to provide the best education possible under the circumstances. The biggest success of the year has been the shift to using a standards-based approach to assessment and grading in the seventh grade core subjects, all allied arts, and all foreign language classes. Teachers collaborated in order to ensure that their testing was measuring students’ performance against the specified learning standards, which had the additional effect of increasing communication regarding what teaching practices are most effective in helping students become more proficient at their academic skills. By separating the measurement of learning from that of behavior, attitude, and effort, teachers are communicating student progress more accurately and are better able to determine students’ needs for remediation and enrichment. While we have a long way to go to become as expert as we’d like at standards-based education, OMS made a great leap forward this year.

The character of what is still a relatively new school continued to develop this year. Students and staff demonstrate behavior that is consistent with our motto of “Respect is Our Cornerstone,” and we have begun the work of articulating the core values that will indicate what we wish to build upon that cornerstone. Teachers and Student Voice representatives have recently gone through exercises to identify what they believe are the four or five most important things that we believe as a school community (parents will be involved in the next phase). OMS is already a terrific place for learning in many respects: A visitor walking around the school would notice students who are happy to be in school (with the ever present exception of early adolescent mood swings, of course), students who are engaged with active learning experiences, and teachers and support staff who are working very hard and

**OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007**

passionate about what they do. This is a school that has an excellent foundation to build a program that is truly "world class."

Update on Goals from the 2006-07 School Improvement Plan:

- Departments worked throughout the year at creating common assessments, developing scoring rubrics, and determining benchmarks and exemplars in order to shift to a standards-based approach to assessment and grading.
- Teams developed a variety of approaches to strengthen MCAS performance, including the creation of "skills workshops" and differentiated groups for remediation or enrichment. Interventions were focused in this manner, but not as much towards the "student success plan" method indicated in the current School Improvement Plan. This is an area that requires strengthening next year.
- A new, standards-based report card was developed and implemented for seventh grade core subjects, allied arts courses, and foreign language classes. Feedback from parents after the first trimester produced the following data:
 - 67% of parents "agreed" and 11% more "strongly agreed" that the new report card format is "easy to understand." 7% weren't sure, 11% disagreed, and 4% strongly disagreed.
 - 66% of parents "agreed" and 10% more "strongly agreed" that the new report card gave them a clear understanding of their child's academic performance. 10% "werent' sure," 10% "disagreed," and 4% "strongly disagreed."
 - 66% of parents "agreed" and 12% more "strongly agreed" that the new report card gave them a clear understanding of their child's non-academic performance (effort, behavior, etc.). 9% "weren't sure," 10% "disagreed," and 3% "strongly disagreed."
 - 66% of parents felt the amount of information was "just right," 15% felt there was "too much," and 12% felt there was "too little." 5% said there was "much too much" and 2% said there was "much too little."
 - 46% of parents felt the comments section was "informative," 33% felt it was "somewhat informative," 12% felt it was "very informative," 6% felt it was "uninformative," and 3% felt it was "very uninformative."

Student survey data mirrored the parent data, and teacher feedback was similarly positive. Comments from each group helped us make several adjustments that will go

OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007

into effect next year in order to improve this new system further as we phase in the eighth grade.

- A “Faculty Council” was established to ensure representative voices were heard by the administration at a meeting each month. This group included representation of all groups, including seventh and eighth grade team teachers, special education, allied arts, aides, and nurses.
- Several elements of the final building phase were completed, including installation of lockers in the girls locker room and new tennis courts. A new rigging/lighting system in the stage area and a new gym floor will be completed in the near future.

**OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007**

Part V PLANS FOR SUBSEQUENT YEAR/ANTICIPATED GOALS (2007-2008)

Goal A: Meet state targets for “Adequate Yearly Progress” (aggregate and subgroups) by improving performance on the 2008 MCAS tests. (Note: MCAS and AYP goals will be set once 2007 results are received and analyzed in Fall, 2007).			
Action Step	Who is Responsible?	Timeline	Evidence of Achievement
A1. Analyze student performance on 2007 MCAS tests.	Principal, Assistant Principals, Coordinators, Teachers	Sept. – Oct.	• Analysis documents
A2. Implement a comprehensive, school-wide approach for assisting students who are not meeting MCAS and/or school academic standards.	Principal, Assistant Principals, Coordinators, Teachers	Sept.-June	• Intervention plan • Ongoing assessment data for students participating in interventions
A3. Ensure best practices in special education are being implemented to benefit students with learning disabilities.	Principal, Assistant Principals, Special Education Coordinator, Special Educators, Core Subject teachers	Sept.-June	• 2008 MCAS scores • Ongoing benchmark assessments • Observations of teaching and learning
A4. Ensure that students in other subgroups (ELL students, low income students, etc.) are receiving appropriate levels of service and intervention.	Principal, Assistant Principals, Adjustment Counselors, ESL Teacher	Sept.-June	• 2008 MCAS scores • Ongoing benchmark assessments • Observations of teaching and learning
A5. Enhance communication with parents regarding academic expectations in order to strengthen the partnership between school and home.	Principal, Assistant Principals, Coordinators, Teachers	Sept.-June	• Revised handbook • Documents on web site

**OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007**

Goal B: Improve student math performance as measured by MCAS and internal assessments. (Note: Specific targets to be set after review of 2007 results.)			
Action Step	Who is Responsible?	Timeline	Evidence of Achievement
B1. Implement a new, standards-based math program. (Pending successful pilot, decision to be made by mid-May)	Principal, Assistant Principals, Math Coordinator, Math Teachers	Sept. - June	<ul style="list-style-type: none"> • Curriculum map/unit plans • Common assessment results • 2008 MCAS results
B2. Analyze student performance on 2007 math MCAS and 2007 placement tests. Develop and implement an action plan.	Principal, Assistant Principals, Math Coordinator, Math Teachers	Sept. - June	Unit Assessment results, student work
B3. Provide interventions for students performing below expectations.	Teachers, Special Educators, Instructional Coach	Sept. - June	Ongoing data collection, student work

Goal C: Effectively implement the Grade 8 phase-in of the standards-based report card and improve the effectiveness of the high school placement system.			
Action Step	Who is Responsible?	Timeline	Evidence of Achievement
C1. Utilize staff meeting and departmental meeting time to provide teachers with support and opportunities to collaborate on standards-based assessment and grading.	Principal, Assistant Principals, Coordinators, Teachers	Sept.-June	<ul style="list-style-type: none"> • New report card document in 8th grade • Survey data
C2. Work with the SHS administration and counselors to develop a comprehensive approach to determining eligibility for entry to high school courses (honors level, etc.) that reflects the new standards-based grading system in Grade 8.	Principal, Assistant Principals, Coordinators, Counselors, SHS administration	June-March	<ul style="list-style-type: none"> • New guidelines for course placement determination • Document for parents and students explaining the process that will determine placement and requirements for performance • Placement data

**OAK MIDDLE SCHOOL
SHREWSBURY PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
SPRING 2007**

Goal D: Reduce the number of disciplinary incidents by 20%; reduce the number of suspensions by 20%			
Action Step	Who is Responsible?	Timeline	Evidence of Achievement
D1. Implement a comprehensive, school-wide approach for assisting students who are not meeting behavioral standards.	Principal, Assistant Principals, Counselors, Psychologist, Teachers, Aides	Sept.-June	<ul style="list-style-type: none"> • Reductions in incidents • Survey feedback regarding school culture and climate
D2. Articulate a set of core values that clearly represent the priorities of the school and use these as tools to communicate high expectations for students.	Principal, Assistant Principals, Counselors, Psychologist, Teachers, Aides, Student Voice Representatives	Sept.-June	<ul style="list-style-type: none"> • Core values document • Expectation messages

Goal E: Improve the connection between the Sherwood and Oak Middle School Programs			
Action Step	Who is Responsible?	Timeline	Evidence of Achievement
E1. Form a "Middle School Leadership Team" to ensure ongoing, effective communication between the two middle schools. The team would consist of the principals, assistant principals, subject coordinators, and special education coordinators.	Principal	July-June	<ul style="list-style-type: none"> • Meeting agendas and minutes • More consistent policy development • Documentation of clearly articulated Grades 5-8 academic programming